Manitoba University. History #28708

The Manitoban

Semi-Centennial Supplement

1877

The University of Manitoba

1927

(By AMBER L. GLENN)

To found a University in Manitoba in 1877 required an optimism difficult to understand. The Province had only been in existence six years. The population, including Indians, was less than sixty-five thousand. There were sixty-nine elementary schools supported by the Government, but no secondary schools with Government support. There was no popular demand for a University. Nevertheless, in 1877, the Lieutenant-Governor, Alexander Morris, succeeded in persuading the Government of the day to bring before the Legislature an "Act to establish a Provincial University." The Act established "one University for the whole of Manitoba," and this seems to have been the main reason for creating this University so early in the life of the Province.

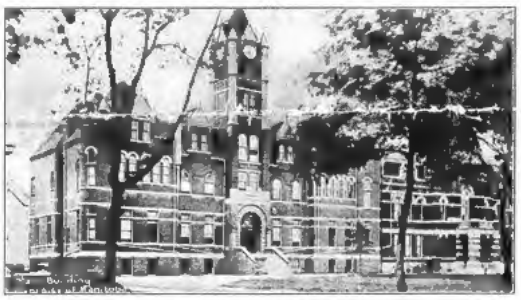
The Act aroused little discussion in the Legislature. No editorials, or even press comment on the University appeared in the daily papers until 1884. The only mention made of the University during those years, by the press, was in connection with the regular quarterly meeting of the Council of the University. The names of those present at each meeting were given, and a bare outline of the important decisions made. Thus quietly and unnoticed the foundations of the University were laid.

The University as originally constituted consisted of the three existing denominational colleges—St. Boniface, St. John's and Manitoba. Provision was made in the Act for the affiliation of other colleges when they reached a standard of efficiency approved by the Lieutenant-Governor-in-Council. Each college financed itself, and carried on its work independently, except in so far as it was limited by the common examination arranged by the Council of the University. As the majority of the Council was appointed by the colleges, the colleges in practice controlled the examinations, the granting of degrees, and the management of the University. The actions of the Council had to be approved by the Lieutenant-Governor-in-Council, but this control was nominal.

The University Act of 1877 was clear and definite, and although it has been amended nineteen times in the fifty years of its existence, the present government of the University still retains many features found in the original Act.

No period in the history of the University is more interesting than that between 1877 and 1890, when the system with all its myriad detail was being developed. The early Councils of the University faced a difficult task. They had to organize a university system that would satisfy the standards of the federated colleges, and yet be a continuance of an elementary system, admittedly inefficient, and over which they had no control. The problems of organization were attacked under the leadership of Archbishop Machray (then Bishop Machray) as Chancellor, and the Honorable Joseph Royal, as Vice-Chancellor. The first statute passed by the University was: "The Chancellor shall call the first meeting of the Council, and it shall meet at the Court House, October the fourth, 1877, at half-past three o'clock." The organization meeting took place in accordance with this statute, and at this meeting Major E. W. Jarvis, was chosen as the first Registrar. The first six students registered in the University were from St. John's College. The first degree from the University was conferred on William Reginald Gunn, a student from Manitoba College, who passed the Bachelor of Arts Degree in 1880. The first Master of Arts Degree was conferred in 1884. Women students were first admitted to the University in 1880, after the question had been discussed for six years. In 1884 a reading course in Law was arranged by the University and the Law Society jointly, and the first LL.B. Degree was obtained in 1886. The Medical College was affiliated with the University in 1882, and its first students were graduated from the University in 1886. Wesley College was affiliated in 1888.

The financing of the University soon forced itself on the attention of the Council. The Act of 1877 provided, "that a sum not exceeding two hundred and fifty dollars shall be placed at the disposal of the Council of the University to meet the expenses incidental to the organization of the same." It did not seem to be realized that the University as constituted, would need support from the public treasury beyond organization expenses. Nevertheless small grants were made annually. In 1887 the financial clause in the University Act was amended to read: "A sum not less than two hundred and fifty dollars shall be placed annually at the disposal of the University for the working of the same." This minimum had been granted from 1877 to 1884. It was then gradually increased until in 1890 it reached $3,500, for the first time. It continued at that level until 1900. The University revenue was increased between 1884 and 1889 by the assignment to it of the marriage license fees which during those years were ear-marked for University purposes.



The Administration Building

Generosity of Dr. Isbister

In 1883 the University received its first and largest bequest for the establishment of the scholarship fund, known as the Isbister Trust. Dr. A. K. Isbister, a native of the Red River settlement, bequeathed the residue of his estate, after certain settlements had been made, to the University. When the estate was converted into cash it amounted to $83,000.

The Dominion Government Grant

But the burning question of the years 1877 to 1890, and even until 1898, was that of the land grant. More time of the University Council in those years was spent on its discussion than on any one other issue, and finally it became involved in 1889 with the question of the University becoming a teaching body. In 1878 application was made to the Dominion Government for a land grant as an endowment for the University. During seven years this request was urged on the Dominion Government, and finally in 1885, the Dominion Government granted to the University an allotment of "one hundred and fifty thousand acres of fair average quality." The allocating of the land took another six years, and it was not until 1898 that the patents were issued, which enabled the Council of the University to put the land on the market. The first revenue from the land grant was received in 1900.

It had apparently not been the intention of the Dominion Government to cause such delay over the issue of patents, since as early as 1889, when only forty-two thousand acres of land had been selected, a draft form of patent was submitted to the Council of the University. But this draft contained a clause providing that if the constitution of the University was changed, the fund from the land grant and the unsold land should revert to the Dominion Government. During 1889 the Council of the University had been vigorously discussing the question of the University undertaking the work of teaching. The Province had made rapid advance in population and with this advance the need for university training had correspondingly increased. The colleges, supported as they were by their respective denominations, could not be expected to undertake more than they were already doing. The lack of proper equipment for the teaching of science was keenly felt. The subject of undenominational schools was prominently before the public, and it was to be expected that when the educational problem was so much in evidence, the need of expansion and improvement in University training would have its share of discussion, especially when the University was on the point of receiving what amounted to state support, in the form of a land endowment. The most obvious method of expansion was for the University to become a teaching body. The controversial point was whether it could do so under its charter. The representatives from St. Boniface College claimed that if the University undertook the work of teaching, the constitution as outlined in the Act of 1877 would be altered, and that this would involve the loss of the land grant. They further argued that they could only have joined with the other denominations for the carrying on of the University, on the clear understanding that the University should never undertake teaching, and that the phrase in the preamble to the Act of 1877 describing the University as "on the model of the University of London," indicated the original intention of the Act. It was just as strongly contended by the representatives of the other colleges that the words in clause 10, of the Act: "There shall be no professorship or teaching at present," showed that the intention of the founders had been that at some future time the University would become a teaching body. The question had to be settled before the patents could be issued.

Instructions in the University

Finally in October, 1889, the Council of the University passed a motion to appoint a committee to inquire into the feasibility of the University undertaking the work of teaching, and make a report on ways and means. The decision of the committee was that chairs in the University should at once be established in Natural Science, Mathematics and the Modern Languages, and that at least five professors would be needed. After a long debate, this report—one of the most important ever presented to the Council—was adopted.

The next step was to interview the Government as to what increase in the annual grant they were prepared to make. The Government pointed out that the establishment of a University staff carried with it the necessity of choosing a site for the University and the erecting of a permanent building. The Government in 1889 was as unwilling to make a decision as later governments. It asked for a delay of action.

In the meantime the need of a more up-to-date type of science teaching was so acute, that the Council of the University decided, in 1890, to bridge the interval by allowing the three colleges—St. John's, Manitoba and Wesley—to combine for the teaching of science. Each college made itself responsible for one instructor. This system was continued until 1900.

In 1892 the University Act was amended giving the University power "to give such instruction and teaching in the several faculties and different branches of knowledge as may from time to time be directed by the Council." But there were no funds available in 1892 to finance expansion. In 1897 the outlook brightened. The negotiations for the land patents were nearing a satisfactory conclusion. It was proposed that the Provincial Government should lend to the University the sum of $60,000 to build and equip a Science Building, the University giving, as security for the loan, a mortgage on its lands. The Government agreed to this proposal.

The First Site Question

The site question had next to be settled. Various locations were discussed. The Provincial Government finally came to the rescue by offering to transfer to the University the portion of the Hudson's Bay Company's land known as the "Old Driving Park," recently conveyed by the Dominion Government to the Province of Manitoba for educational purposes. It was decided to accept this offer, and the University came into the possession of the "Broadway site," by lease in perpetuity at a nominal rent of one dollar a year. The property contained 6.6 acres. The Science Building was started in 1899, one year after the issuing of the land patents. It was completed in 1901.

The progress of the University of Manitoba between 1877 and 1900, viewed year by year, had been slow and often discouraging. It was not yet reaping the benefits from its potential wealth in the land grant, but the land was available for sale when an opportune time came. The actual teaching undertaken by the University in 1900 was very little, but the right of the University to teach had been established. And above all, through this quarter of a century of stress and struggle, the educational standards had been continuously raised.

Yet even with the site donated, and the Science Building erected, it looked for a time as if progress was at a standstill. The revenue from the sale of university lands was needed to pay the interest on the money advanced by the Provincial Government. The Government would only assume responsibility for an annual grant of $6,000, and this sum was not sufficient to warrant the University in appointing professors. Again a temporary plan had to be put in force. It was agreed that the three professors from the denominational colleges — Dr. Byrce, Dr. Laird and Professor Kendrick—who had hitherto been paid by the colleges, should devote half their

(Continued on page 4)

St. Boniface College: Its Foundation and History

(By HENRY F. SMEATON, S.J.)

"In September, 1818, Father Provencher opened in St. Boniface a school for the boys. This was the first school in the colony. The following year we find him teaching Latin and sciences to two boys, thus instituting higher education in the country and beginning what is today known as St. Boniface College." In these words the compiler of the Confederation Jubilee Programme for St. Boniface, records the foundation of the first of the institutions that were later to become the affiliated colleges of the University of Manitoba.

The Red River Mission

As early as 1731, a Jesuit, Father Charles Michel Mesaiger, had come west as far as the Lake of the Woods and in 1736, another Jesuit, Father Jean-Pierre Aulneau (not Anneau, as Dr. Bryce erroneously writes the name) accompanying Laverendrye, was massacred by the Sioux at the southern extremity of the same lake. In 1743, Father Claude-Godfrey Coquart, S. J., reached the Red River and was the first priest to see the future sites of Winnipeg and Portage la Prairie. These men, all of them highly educated Frenchmen, were the forerunners of our educational institutions in the West, for it was their heroic example that turned the eyes of the French voyageurs to this rich country and sent them out in such numbers that some eighty-five years afterwards, Lord Selkirk, who had led the soldiers of the famous De Meurons Regiment to the Red River, appealed to the Bishop of Quebec, Mgr. Plessis, for priests to take care of the Catholics of the Red River Colony.

In response to this appeal, two priests from Quebec, Father Provencher and Father Dumoulin, arrived at Fort Douglas on July 16th, 1818. These men came, armed with the authorization of the Canadian Governor, Sir John Cape Sherbrooke, "to disseminate the Christian religion and to afford to the inhabitants (of the Red River and the adjacent Indian Territories) the benefit of the rites thereof," and with the expressed desire of the Governor that all persons "render them all good offices, assistance and protection, wherever they shall find it necessary to go in the exercise of their holy calling." Lord Selkirk and the Hudson's Bay Company did more even for the missionaries than carry out the injunction and wish of Sherbrooke.

The Founder, Mgr. Provencher

The founder of St. Boniface College, Joseph Norbert Provencher, was born at Nicolet in Lower Canada on Feb. 12th, 1787, studied at the new seminary there and was ordained priest on Dec. 31st, 1811. In 1814, he was parish priest of Pointe Claire, near Montreal, and somewhat later of Kamouraska. Bishop Plessis, despatching Father Provencher, with his companion, Father Joseph Nicholas Dumoulin to the Red River, urged the priest to interest himself actively in the education of the youth of the colony and to establish schools wherever possible. Provencher proceeded west by the traditional route from Montreal, by Luchine, through the Ottawa Valley to Mattawa, then through Lake Nipissing, Huron and Superior to Fort William, thence by difficult portages to Cross Lake, through the Lake of the Woods, down the Winnipeg River to Lake Winnipeg and then up the Red River to Fort Douglas. Father Provencher made a very favourable impression both on Lord and Lady Selkirk and on the numerous colonists gathered on the river bank, as with joy in their eyes, they looked at their missionary, a fine stalwart figure six feet four inches in height.

The First College

The young priest, true to the charge laid on him by Bishop Plessis, set about at once the establishment of a school and in September of the very year of his arrival opened classes for boys in St. Boniface. Father Morice, O.M.I., writing of this period in his monumental work on the History of the Catholic Church in Western Canada, says: "The schools maintained by the Bishop and his priests were one of the heaviest expenses the new mission had to bear. It may safely be said that the Catholic clergy considered them as of vital importance. We may well admire the untiring efforts made to continue them, especially when we take into account the instability of the population that made up the diocese, Canadians and half-breeds brought up to the wandering life of the open prairie, where a good literary education seemed hardly a necessary adjunct."

In 1821, in various letters we find requests for books—reading books, grammars and other class books: in 1822, new Latin dictionaries, various classics and translations. In 1824, some of the boys had already studied Nepos, Curtius, the Gospels, the Acts and the Imitation, in Latin, and had apparently reached the Humanities stage (Freshman Year). The first boys of whom we find any mention were a certain Senecal and Victor Chenier. In the spring of 1821, there were five boys studying Latin at St. Boniface and we agree with Father Morice that this constitutes the definite establishment of higher education in Western Canada.

For many years the young missionary bishop worked hard for the advancement of this College. Indeed, that the College was able to continue at all is due to the untiring efforts of Mgr. Provencher. Whenever he was in St. Boniface, he seems himself to have taught in the school. In 1827, when the first boarders were admitted, they were received by the Bishop in his own home. Amid all the unremitting labour required to govern such a vast expanse of territory as constitutes the diocese of St. Boniface, Bishop Provencher and his successors in the See, Archbishops Tache, Langevin and Beliveau have always given the College more than its fair share of attention and support.

Pioneer Days

The first school-house was a little building sixteen feet squre, a typical log cabin, situated on the eastern bank of the Red River some distance in front of the present Old Folks' Home. The door was on the southern side facing towards what is now Norwood. In each of the other walls was a window twenty inches square, with no glass but skins hung up to keep out the cold. There was no stove in the building and in the winter time when the boys found it rather brisk, they used to take off their moccasins and put their feet in the ashes about the wood fire, built on the earth in the centre of the cabin. Not exactly the life of our modern college club rooms.

These details are strictly historical and were copied down in 1878, from the declarations of two former pupils. Messrs. Lagimodiere and Dannais. Both at the same time commented somewhat ruefully on the strictness of the discipline maintained by the first teachers even in those pioneer days. Among those who taught in the first years, besides Father Provencher himself, were Father Destroismaisons, who is mentioned in Sir John Franklin's "Second Journal," Father Harper, the first priest ordained in St. Boniface, Mr. William Edge and others.

The site of the first log cabin and of the boys' playground is now below the waters of the Red River. The great and disastrous flood of 1826, which discouraged so many of the early Swiss settlers and sent them off to seek more hospitable shelter in the United States, but which in no wise daunted the hardy Metis and French-Canadian colonists so ruined the little school house that in 1833, a new site was selected very near the front of the present Cathedral and another small building, eighteen feet by fifteen, of elm bark, was erected. This was about thirty feet from the Bishop's residence just at the rear of the famous twin-towered Cathedral, immortalized by John Greenleaf Whittier in his poem on the Red River Voyageur:

> The voyageur smiles as he listens
> To the sound that grows apace;
> Well he knows the Vesper ringing
> Of the bells of St. Boniface.
>
> The bells of the Roman Mission,
> That call from their turrents twain
> To the boatman on the river,
> To the hunter on the plain.

Progress: A New Building, the Third College

During practically all this time the boys were living with the Bishop in his own "palace." It was not until 1855 that a special house was erected for them. This building, a considerable one for those times, was sixty feet long and thirty-four deep, two stories high. It later served as a girls' academy, as city hall, as a little seminary and is still existing as the convent of the Carmelite Sisters on Tache Ave.

The number of pupils had grown considerably. We read that in 1868, a military officer, who came regularly from Fort Garry to drill the boys, had a squad of fifty boys under him. In 1877 the University was formed with the three Colleges of St. Boniface, St. John's and Manitoba. At this time Father Forget Despatis was at the head of the College. He remained there till his death in 1881. Rev. Father Cherrier then took charge of the College. Work was begun in 1889 on the imposing building that was to do duty till 1922.

In the month of August, 1885, the College was given over to the Jesuit Fathers, who have since had charge of it. It had successively been under the direct supervision of the first Bishop himself, of lay teachers, the Brothers of the Christian Schools, the Oblates of Mary Immaculate, and the Secular Clergy. It had had many well known names on its faculty list. Besides those already mentioned were Monsignor Cloutier, Father Lefloch, Father Georges Dugas, Father Lavoie, Father Jutras, Father Mesier and others.

Father Hippolyte Lory was the first Jesuit Rector. With him on the first staff were Father Lewis Drummond and Father Joseph Blain, both of whom were to render the College valuable service. From this time till 1922, the history of the College was one of almost uninterrupted success.

In 1885 there were 105 students.
In 1900 there were 124 students.
In 1910 there were 374 students.
In 1922 there were 430 students.

During the night of November 25th, 1922, occurred the terrible fire that razed the College to the ground, took the life of one of the members of the staff and of nine students, destroyed the magnificent library with its precious documents of early days, the seismograph and other valuable instruments. In this crisis Archbishop Beliveau showed himself of the same mettle as his great predecessors. Every sacrifice had to be made to ensure the continuance of higher education. He immediately put at the disposal of the Jesuit Fathers his magnificent Little Seminary. This building the College has since occupied. In 1924, a new wing was added, containing fire-proof dormitories, recreation halls and a spacious auditorium. For a time the progress of the College naturally suffered from the great disaster of the fire; but it would seem now with its 337 students enrolled for the scholastic year of 1926-27 that it is well on its way to its former proud position.

St. Boniface College

The Training Given at St. Boniface

The education given at St. Boniface is the traditional one of the Society of Jesus. Backed by a teaching experience of nearly four hundred years and an esprit de corps rarely attainable in human associations, each young Jesuit is very carefully and painstakingly trained for just such work as the Society is carrying on at St. Boniface College—the formation of the young mind. Before entering the Society, a young man is expected to have made, in whole or in part, his Arts course. When he enters the religious life, he puts aside all thought of wordly advancement and temporal remuneration and dedicates himself to the services of God. In the normal order of events, it takes about thirteen or fourteen years of preparation before the young aspirant is ordained priest and sent out definitely to work on the ministry or in the colleges.

In the colleges the chief aim in view is the moral formation of the boys by means of religion and hard assiduous attention to study. In the studies, great insistence is laid on the Latin and Greek Classics and a thorough course is given in the Sciences. At St. Boniface a serious attempt is made to give each pupil personal attention. The religious feels that he is responsible before God, in a very special manner, for the moral and intellectual development of those entrusted to his care and he leaves no stone unturned in his efforts to ensure this dual development. St. Boniface has had its due share of success. The College has representatives in almost all branches of the professional and scientific careers as well as numerous alumni among both the regular and secular clergy. It is impossible to travel any distance in Western Canada, without meeting a graduate or a former student of St. Boniface College.

St. John's College

Like its namesake at Cambridge, St. John's College had its origin in an earlier foundation with a different name. On August 13th, 1820, the Rev. John West, who had been sent out as chaplain to the Hudson's Bay Company, landed at York Factory, and his journal reveals that St. John's had its birth there and then. "Observing a number of half-breed children running about, and growing up in ignorance and idleness, I drew up a plan, which I submitted to the Governor, for collecting a certain number of them to be maintained, clothed and educated upon a regularly organized system. When will this wide, waste, howling wilderness blossom as the rose? Generations may first pass away and the seed of instruction that is now sown may be buried, waiting, for the early and the latter rain, yet the sure word of prophecy will ever animate Christian liberality and exertion in the bright prospect of that glorious period when Christianity shall burst upon the gloomy scene of heathenism and dispel every cloud of ignorance and superstition, till the very ends of the earth shall see the salvation of the Lord."

Early Buildings

Proceeding to what is now Winnipeg Mr. West soon afterwards had "a log house repaired about 3 miles below the Fort among the Scotch population, where the schoolmaster took up his abode and began teaching from twenty to twenty-five of the children." The site of this was the present St. John's Park, which, before its sale to the city, was long the football ground of the college students. The instruction given in the school was of course, very elementary, but, at the same time, intensely practical as befitted the needs of the day.

Mr. West remained only two years in the settlement but his work was ably carried on by his successor, the Rev. David Jones, and in 1833, a new boarding school was opened by the latter and given the name of Red River Academy. This was designed to provide instruction for the families of the Hudson's Bay Company's officers and others who desired more advanced training. Its first headmaster was Mr. John Macallum, a graduate of Aberdeen University and an experienced educationist. He was a strict disciplinarian but so just as to be greatly beloved by his pupils, amongst whom was Dr. Alexander K. Isbister, a well-known benefactor of our University.

The Name of St. John's

On October 3rd, 1849, there arrived from England the first Bishop of Rupert's Land, the Right Rev. David Anderson, and his description of "the little church, the schoolhouse and the parsonage as looking almost like an English village" indicates the great change that had taken place since West's time. The same day Mr. Macallum died and the bishop, a cultured Oxford graduate, in addition to his episcopal work, entered upon the duties of teaching in the academy. This he renamed St. John's College, giving it its motto, "In Thy Light shall we see Light," and enlarging its scope to include the training of men for the ministry. His zeal for the evangelical work of the church may have exceeded his interest in secular education but there were yet many who received a sound and scholarly training under his supervision. Amongst these were the Hon. John Norquay, for many years Premier of Manitoba; Sheriff Inkster, who is happily still with us; the Ven. Archdeacon Robert MacDonald, a pioneer missionary and scholar among the Indians of the Yukon, and Colonel R. T. Caldwell, who became Fellow and ultimately Master of Corpus Christi College, Cambridge, after graduating as 10th Wrangler in 1865. Bishop Anderson resigned in 1864, and for a time, the College, which had suffered greatly from lack of funds, was closed.

Arrival of Bishop Machray

With the arrival of Bishop Robert Machray, a Fellow of Sidney Sussex College, Cambridge, a new era in progress begins. Within a month he was writing to England. "I believe that the whole success of my efforts here will depend, under God, upon the success of what I purpose—to establish a college for the training of those who wish a better education in the fear of God, and in useful learning." Through his efforts a school which had been conducted in the neighboring parish of St. Paul's, was incorporated with the older institution and the whole opened November 1st, 1866 as a college and college school. The Rev. John McLean, a distinguished graduate of Aberdeen, and subsequently the first Bishop of Saskatchewan, was invited to become its Warden. The first staff consisted of Bishop Machray, who taught mathematics; Warden McLean, who lectured in classics, and the Rev. Samuel Pritchard, who gave instruction in English and history. On the opening day there were three students in theology and eighteen in secular subjects; three years later there were in college and school, seven instructors and sixty sudents.

Incorporation of the College

In 1871 the college was incorporated by Act of the Provincial Legislature and its first council meeting thereafter was held on July 31st of the same year. The members of this council were the Bishop, Warden MacLean, Sheriff Inkster, Dr. Curtis Bird, Mr. Molyneux St. John. Bishop Machray was of course, the ruling spirit. In the college as in the university, of which he was one of the founders and its first Chancellor, his personality, his energy and his statesmanlike policy, wrought great things for higher education. Pressed though he frequently was by Diocesan and other interests, he nevertheless watched and tended the college and school with the care and devotion of a parent, always exercising the most careful personal oversight of students and boys alike. Of those who look back on him with affection as well as esteem may be mentioned his sucessor, Archbishop Matheson, Bishops Anderson, Richardson and Gray, Senator W. A. Griesbach, W. W. Cory, Deputy Minister of the Interior; Dr. Charles Camsell, Deputy Minister of Mines, as well as many others who have distinguished themselves in business and professional life. The school he modelled, as far as possible, on the lines of the English public school of Westminster; the college he designed to be a unit in an aggregation which should make the university a compound of Cambridge and London.

The New Building

For many years the work of both college and school was carried on in the same building on the banks of the Red River, a little to the north of the present Cathedral. But with continual expansion, there came the necessity for larger and more modern accomodation and in June, 1883, the cornerstone of a new building, originally designed to form one side of a quadrangle, was laid on the west side of Main Street by the Chancellor. Until 1890 this was occupied by the students only, the boys retaining the old building on the river bank as a school. The latter then becoming uninhabitable, the boys were moved to their present quarters and for the next twenty-two years, some seventy or eighty boys and students lived and learned under the same roof. Many harships they suffered, without doubt, but those were happy days and they witnessed the training of a hardy race.

During the nineties the college was particularly fortunate in scholastic achievement. Added to the fact that the boys were being trained ab initis and very thoroughly in the school and passing regularly into the college, many of the students had come from good schools in England, and St. John's was getting perhaps more than its share of university distinctions. Thus in 1894, five of her ten graduates captured five of the six silver medals in the honor courses for the B.A. degree. At the same time many of her most distinguished athletes were gaining honours in track athletics and rugby football.

At this time the staff of the college consisted of Archbishop Machray, teaching ecclesiastical history and mathematics, Dean Grisdale, pastoral theology and English, Canon O'Meara, systematics and philosophy, Canon Matheson, exegesis and classics, and Archdeacon Fortin, French. Later Mr. Robert Fletcher, the present Deputy Minister of Education, relieved the Archbishop of the matriculation and previous mathematics, and Mr. R. A. W. Magnusson and Madame de Beauviere lectured in German and French respectively. In 1899 funds were raised for the endowment of the Machray Fellowship and the Rev. J. F. Cross, who had graduated in 1894, and had spent three years subsequently at Cambridge, was given charge of the mathematical teaching in the college. Professor Kenrick, who was attached to St. John's had for years been associated with Dr. Bryce, of Manitoba, and Dr. Laird, of Wesley, in the teaching of natural science in the university and now for two years joint lectures were given by the same colleges. In 1902 Canon Murray became Professor of Systematics and Philosophy and the Rev. E. E. M. Phair took over the work in pastoral theology. The establishment of the university as a teaching body now enabled the staff to abandon the teaching of the third and fourth year work, except in philosophy, and to concentrate upon the junior years, though the honor students have always the privilege of securing assistance from the college professors.

In 1904 Archbishop Machray died and his successor, Archbishop Matheson, owing to the grent expansion in his other work, was reluctantly obliged to relax his intimate connection with the college. His work was taken over by the Rev. J. W. Matheson, the present Dean of Rupert's Land.

Steady progress resulted in the erection of the large block on Church Ave. for the use of students in 1911, and the extension of the old library to form a commodious chapel. The outbreak of the Great War, however, brought about many changes. Almost every student fit for service enlisted and classes consisted entirely of co-eds, medically-unfit men and young boys. Probably no institution of its kind in the Empire had a better record than St. John's in proportion to its numbers. Roughly speaking, about ten per cent. of those who enlisted made the supreme sacrifice and the decorations awarded—including a V.C.—to past and present members were very numerous. Between 1913 and 1916, the Rev. J. J. Robinson, an honors graduate of T.C.D. and formerly Dean of Belfast, acted as Warden. Canon Phair was lost on the Lusitania in 1915 and was succeeded in the chair of pastoral theology by Canon Gill.

With the return of peace, a number of ex-service men helped to restore the depleted classrooms to normalcy, while the appointment of Rev. and Lieut.-Colonel A. G. Wells as Warden has given the college once more an executive head. Lack of accomodation has forced for a time, the abolition of co-education, though Rupert's Land Ladies' College, which is attached to St. John's, partly helps to amend this defect. And yet, despite many drawbacks, mainly positions, the college is increasing in numbers and efficiency and instruction is given in theology, the subjects of the first two years in Arts and Philosophy, Biblical Greek, Hebrew and religious education of the senior division.

The degrees of divinity, while conferred by the Chancellor of the college, are University of Manitoba degrees, and the D.D. in particular enjoys a high reputation throughout the Empire.

An education that aims not merely at instruction in sound knowledge but at the building up of a manly Christian character under religious influences—that is the ideal of St. John's. As Archbishop Machray said to the Governor-General, Lord Dufferin, when the latter visited the college in 1877, the motto, "In Thy Light shall we see Light," sets forth the foundation of its work and the views with which the founders have guided its teaching.

Pharmacy

Pharmacy is a branch of medicine which long ago separated from the parent art and became a calling with its practitioners forming by custom, legislative enactment, or imperial decree, a body distinct from the physicians. In the later middle ages this was considered to be a wise provision to frustrate collusion between the members of the two professions in the exploitation of the ignorant and helpless sick, and to make each a check upon the other in the preparation of medicine, for one profession prescribed the remedy and the other dispensed it.

Education in pharmacy was carried on in early times exactly like training in medicine, by apprenticeship with or without attendance on lectures in a medical school. As such institutions were far apart and accessible to but few students, apprenticeship was for both medicine and pharmacy—especially the latter—the customary way of learning the art.

Schools of pharmacy were established about one hundred years ago in some of the more enlightened European countries and in the United States. Later, in 1842, the Pharmaceutical Society of Great Britain opened a school in London. In Canada's formative century, the nineteenth, less urgent matters had to wait while settlement, transportation, and elementary education slowly made their way against wilderness conditions, so it was not until 1870 that pharmaceutical legislation became effective in Quebec and Ontario, and still later, 1878, that Manitoba fell into line.

However, this province was in advance of the older ones in requiring not only apprenticeship, but also attendance on lectures, as prerequisite to examination for license to practice. In the eighties, educational facilities were few and it was imperative to make use of whatever offered, special lectures, certain regular lecture courses of the medical college, and, in the nineties, a regular course of lectures arranged by the Pharmaceutical Association, the licensing body, but with the cost defrayed by students' fees. In 1899 the Association erected and equipped the Manitoba College of Pharmacy, which in 1902, by order-in-council was affiliated with the University.

In 1905 a course for a degree was established, and in 1914 the full responsibility for education was assumed by the University in the institution of a Department of Pharmacy, the taking over of the apparatus and library of the College, and the adoption of a course for a diploma. Some years later the College building, which is still in use as a laboratory building, was presented to the University. Exclusive of the 42 students now in attendance, 195 have entered the Diploma course and 160 have received the certificate.

The Summer School has become one of the University's strongest departments. Starting with an initial registration of eighty-five the number attending has increased so rapidly that during the past season there were over seven hundred and fifty students in attendance. The school is becoming more popular every year, offering as it does regular University courses together with educational subjects.

The Univetsity of Manitoba

(Continued from page 1)

time to University work and be paid for this half-time by the University.

Teaching under this arrangement was carried on from 1900 to 1904. But by 1904 the popularity of the Science course was such, that a further expansion was imperative. The Government was still unwilling to give the necessary aid. Through the efforts of Dr. Bryce, Lord Strathcona had become interested in the University and its financial straits. Lord Strathcona donated $20,000 towards the Science Department. This money was to be given in four payments of $5,000 each, in the years 1904, 1905, 1906, and 1907. The University could now count on $13,000 annually for at least four years, and with this small sum it felt itself in a position to organize a Faculty of Science with six professorships. The Science Department, on its new basis was opened October the first, 1904. As four of the professors were to teach two subjects each, work was begun in ten subjects.

Further Expansion

But the organization of the Science Department was only one step forward in expansion. A Modern Language Department had not been organized in 1890. More accommodation was a necessity even for the Science Department. How was this further expansion to be financed? The only solution was to make an appeal to the Government. But before such an appeal could be made, the whole question of expansion, in all its ramifications, would have to be argued anew in the Councils of the University.

If the Government was to finance an advance movement it would expect to exercise more control in University affairs. Was the Council of the University ready to agree to curtailment of its own power in the management of the University? To what extent would the Government demand control? Would the University of Manitoba become a State University? If the people's money was used to support the University would these same people continue to subscribe to the denominational colleges? Would an expansion of teaching in the University sound the death knell of the denominational colleges? What would be the status of these colleges in a State University? Was the present site large enough for such a University? Could the area of the present site be increased sufficiently to meet the future needs of the university? If the present site had to be abandoned where was the ideal location for the University? The problems to be solved seemed to revolve in a circle, and to be so interlocked that no single one could be settled without prejudice to the others. It was becoming clear that a university policy would have to be outlined, and agreement reached on it by the University Council, before advancement could be made. But to formulate a policy broad enough to satisfy those who were in favor of University expansion, and yet with sufficient safeguards to calm the fears of those whose interests centred in the denominational colleges was no easy task. In all their discussions the Council was handicapped by the knowledge that however adequate the policy outlined, the Government might ignore it, or render it ineffectual by long delays.

Committee after committee was appointed by the Council of the University to urge on the Government the necessity of formulating a University policy, and giving it the support which such an institution deserved. The Government refused to commit itself to a definite policy, but promised to increase its annual grant to $15,000. Finally, in 1907, the Council asked the Government to appoint a Commission to investigate and make a report on the University question. The report of this Commission, when it was published in 1910, was a disappointment to all interested. The Commission had been as unable to reach agreement on a University policy, as had been the Council of the University or the Government. To quote the words of the report, "the vital difference of opinion was as to whether the denominational colleges should have representation upon any of the governing bodies of the University, and the extent and character of that representation." But if the Commission had failed to reach a decision on the University policy it did demonstrate clearly that the Government must take the initive and the responsibility in defining a policy. The Government, however, postponed action. It could do so safely. There was no mandate from the public demanding action. There were no surplus funds. Additional taxes would not tend to increase the Government's popularity.

Although the future policy of the University was so uncertain, between 1904 and 1910, the University itself was not at a standstill. The Pharmaceutical Association was affiliated with the University in 1902, and a course leading to a degree in Pharmacy established in 1905. In 1907 the Manitoba Agricultural College was affiliated with the University by Order-in-Council. In 1907 the Government increased its grant, enabling the University to form a Department in Civil Engineering. A Department of Electrical Engineering was added in 1909, and professors were appointed to the chairs of Political Economy, History and English. The Council in 1909 decided to erect a new building to the north of the first University building at a cost of $12,000. During the winter of 1907 the University gave its first course of popular lectures, and in 1909 the initial experiment in University extension was made, when Dr. Crawford undertook a course in English literature planned to meet the needs of teachers and special students.

The Tuxedo Site

It was during these years, 1904 to 1910, when the University was expanding in spite of financial handicaps and public indifference that the site question became an issue. Dr. Buller, in 1916, proposed that the University should buy two hundred acres adjoining the Assiniboine Park and the Agricultural College. In the following year the Tuxedo Park Company offered to donate one hundred and fifty acres to the University, on condition that the University would spend $20,000 on laying out and beautifying the grounds before 1911, $75,000 on buildings within six years, and $150,000 within eight years. The Council decided to accept this offer, provided the Government could be induced to guarantee the necessary funds. But the Government, when approached, favored the retention of the Broadway site. It proposed to enlarge the Broadway site, as the need arose. This answer was a severe disappointment to the Council, as it indicated that the Government did not intend to assume responsibility for the adequate support of an expanding University. The Tuxedo Land Company was urging the definite acceptance or rejection of its offer. The Council decided to accept and the agreement was ratified October the sixth, 1910. The site question was apparently settled.

Administration Building, Agricultural College
Winnipeg, Man.

Appointment of President MacLean

The Council of the University now concentrated its efforts on bringing about a change in University government and the public were agreed on the necessity of a re-organization in the government of the University. The Council, which had begun in 1877 with a membership of twenty-eight, had by 1910, been increased to seventy. It was almost an impossibility for such a large group to arrive at a unanimous decision on University policy. Responsibility shared by so many was too diffused. Tangible responsibility must be placed on a small executive group. It was decided that the initial step in any re-organization scheme was the appointment of a President for the University. He would have the opportunity of familiarizing himself with the situation and be in a position to give valuable advice during the process of re-adjustment. He would be able to preserve a balance among the confusing and conflicting interests which had woven and interwoven themselves into the life of the University. Dr. James Alexander MacLean was appointed to this difficult position in December, 1912, and began his work early in 1913.

The first question to be dealt with was the carrying out of the Tuxedo agreement. The Government refused to grant money for a new building unless it was erected on the Broadway site. The Council felt that the University would be hampered for all time if the Broadway site became its permanent home. Finally, as a compromise, the Government let it be known that it was willing to convey to the University for a site, a tract of land comprising one hundred and thirty-seven acres lying between the Agricultural College and the Red River, and on this site to erect and equip an Engineering Building. The Council agreed to this proposal, and the lease of the St. Vital property was transferred to the Council in December, 1913.

Rapid Progress

It seemed possible now to undertake the long-delayed expansion. In 1913 chairs were established in French, German and Architecture, and in 1914 Departments of Classics, Pharmacy and Pathology were organized. The University was thus able in the fall of 1914 to offer instruction for the complete Arts Course, with the exception of Philosophy, Hebrew, Icelandic and Swedish. For the first time, students not associated with any college were registered in the University.

But before the opening of the fall term, the World War had been declared. The erection of the Engineering Building for which the Government had already voted funds was abandoned. Instead the Government placed the old Deaf and Dumb Institute and the old Law Courts Building at the disposal of the University, as a provision had to be made for the increasing body of students.

War conditions had again made the choice of a site uncertain. While the Council had accepted the St. Vital site from the Government, the option on the Tuxedo site was in force until October the sixth, 1916. The Council in 1916 was afraid to forfeit all chance of using the Tuxedo site, for fear that in the re-adjustment after the war, the Government should be unable or unwilling to ratify the St. Vital agreement, in which event the whole site question would have to be again threshed out. Hence negotiations were opened with the Tuxedo Holding Company, which had become the owner of the site. An agreement was arrived at, which extended the option till July the first, 1917.

A Provincial University

In 1916 the Council of the University again attacked the problem of a University policy. It asked the Government to re-organize the University on the basis of state control and state support. The Government drafted an amendment to the University Act which the Council of the University accepted in the following resolution: "That as a Council we approve the Draft Bill, whereby the government, conduct, management and control of the University are vested in a Board of Governors appointed by the Lieutenant-Governor-in-Council." The Bill was assented to March the ninth, 1917, and came into force May the eleventh, at the close of the annual exercises conferring degrees.

The most important change made by the new Act was the formation of a Board of Governors to control the University. The Council was continued in a modified form. It was given general charge of the academic work of the University, but its powers "did not in any wise limit the full plenary powers vested in the Board of Governors." The Board of Governors, appointed entirely by the Government, is representative of the people, and when given extensive powers under the Act, is directly responsible to the Government and the people for the use it makes of these powers. The University of Manitoba in 1917 became in name and fact a Provincial University. It had developed in the forty years of its existence from a University which existed only as a central examining body, controlled by the several denominational colleges, to a University supported and governed by the Province, and with possibilities of service limited only by the desires of the people and the resources of the Province.

The fundamental problem had been settled by the Legislature of 1917, but the site question was still to be considered, and the ever-present, ever-pressing issue of adequate financing to be met. The former could be postponed, as in the past, but the latter had to be faced. The war was still in progress and no Government would have had support in giving a large grant for University buildings. In 1918, when the war was over, it was a foregone conclusion that for some years to come, financial conditions would be very unstable. Hence the Province was in no position to undertake an expansion program that would entail large expenditure on buildings.

The financial resources of the University, in 1917, were distressingly small for a University so centrally placed in the Dominion, and with such opportunity for leadership in a Province still comparatively undeveloped. It had a land endowment fund of $802,633.04, and there still remained unsold about one-third of the land grant. The capital of the Isbister Trust had reached the sum of $125,000. The University buildings were valued at $99,584.04. It held the lease of the Broadway site and of the Pharmacy Building. The University was giving instruction in twenty-two subjects, and employed a staff of twenty-two professors, eight assistant professors, thirteen lecturers, and ten demonstrators. This marked some progress when the struggle of the Council of the University to provide for the appointment of the first six professors in 1904 is remembered. Yet had the criterion for estimating the University's influence been the growth of its endowments, or the number and beauty of its buildings or the suitability of its location the outlook would have been discouraging.

The Medical Faculty

The new status of the University was at once apparent. In the fall of 1917 the Faculty of the Medical College offered to hand over its land, buildings and equipment to the University, and return its charter of incorporation to the Government, on condition that the University established a Faculty of Medicine. This was agreed to by the Board of Governors, and the transfer was consummated in 1921. As a result of this, when the Rockefeller Foundation, in 1920, announced its intention of donating $5,000,000 towards the development of medical teaching and health in Canada, the Board of Governors was in a position to urge for consideration the claims of the Medical Faculty of the University. The Rockefeller Foundation pledged itself to pay the interest on $500,000 at 5 per cent to the University, on condition that the Province agreed to spend $400,000 on a Medical Building, and increase its yearly grant by $20,000. The Government agreed to the terms, and the first payments on the pledge were made in 1921. The Pharmaceutical Association handed over the deed of its property to the University in 1921. The Faculty of Arts and Science was rounded out by the addition of a Department of Philosophy and Psychology in 1920. The re-organization of the University faculties became effective in 1921. Three faculties were established—the Faculties of Arts and Science, of Engineering, and of Medicine. To these was added the Faculty of Agriculture in 1924. The growth of the student body during the years succeeding the

Continued on page 5)

From the Convocation Address of the Chancellor

Most Rev. Archbishop S. P. Matheson, D.D., D.C.L. May 18, 1927

As perhaps you know, we are celebrating this year the semi-centenary in the life of the University. The graduates of this academic year, therefore, can never forget this memorable year and that they go out as Jubilee sons and daughters of their alma mater and that they can rejoice with her in the observance of her golden anniversary. For some of us this is an epoch filled with many memories. As your Chancellor I can remember when there was no University of Manitoba at all. I can remember, and possibly some other educationists on this platform with me can remember, when we crossed, not the Jordan perhaps, but shall I say the Rubicon, dividing a number of existing Colleges in this new land, useful but non-degree-conferring institutions, to a new organization possessing degree-giving powers. We crossed, not perhaps with a staff in our hands, but with a bundle of books under our arms to help in the establishing of an infant University for our Province. In 1877 the University became a legal entity and soon afterwards we went on teaching in our various Colleges, but with a different viewpoint, with a view, that is, to sending our students up for University examinations. Three years afterwards the University produced its first graduate in Arts, though some of us had graduated in Theology somewhat earlier. This graduate was the scion of one of the mostly highly respected families of the old Red River settlement and a family possessed of more than ordinary mental capacity. I have used the word "scion" and I observe that a reputable dictionary gives it as meaning "a shoot of the first year." The graduate's name was Gunn, but I don't want any of you young graduates to pose as punsters and exclaim that this was the first gun fired by the University. However, I recall the day as if it were yesterday and, looking back to that one graduate and viewing what I see before me today, may I not congratulate our University on converting that one solitary representative into two goodly bands, one today and another tomorrow?

At times it is possible to hear loudly whispered criticisms as if the development of our University has not been commensurate with its age. It is quite true that from the point of view of its physical assets, its building equipment, that is, the development has not been worthy of the pioneer province of the West. We have to admit that rather shamefacedly. Peculiar circumstances, into the details of which I have no time to enter, have doubtless been responsible for the lack of this kind of development. But, as I ventured to state in my recent article for the Year Book , while the exigencies of the period through which we have passed and indecision as to the permanent site may doubtless have compelled us to be satisfied with what we have had, the time is up and more than up for providing something better and of a more permanent character in the way of buildings and plant. Our numbers, our staff, our achievements, our prestige, all combine to demand this and that imperatively. The Government of our Province and our citizenship generally must face the problem without any further delay. I know that there are difficulties in the way, but they are not insuperable and they should be what difficulties have ever been to the strong, the optimistic and the hopeful —opportunities for achievement. But this is only by the way, though it is extremely important and must not be lost sight of, but must be kept before us not merely as an ideal for a far distant future but as a clamant necessity in the very near future.

What I desire to bring before you this morning, however, are some facts and figures which I trust will prove a revelation to you as they have done to me of what I do not hesitate to call the extraordinary development and expansion of our University in other respects. Casual observers, as outside spectators, look merely at the outward appearance in physical structure, etc., but when we look at the throbbing heart of the inner working of the institution we have ample grounds for jubilation when marking our jubilee. A few facts and figures, as I have already stated, will reveal this.

Some of us can recall when there was no teaching staff in the University at all and when the affiliated Colleges did all the instructional work. In 1900 we had three lecturers in Natural Science, lent by the affiliated Colleges. Today we have 111 full-time professors and their assistants and in addition 163 part-time instructors, mainly in the Faculty of Medicine. I remarked that at our first convocation only one student graduated. This year we shall have no less than 300 and would have had about 400 were it not that through a change in the curriculum several honor students are taking an extra year. We have no record of the number of students from the affiliated Colleges enrolled in the University at the beginning, but I note that this year we have the large aggregate of 2,458 in the various courses. Examining the comparative statistics of the enrolment of the eighteen universities of Canada, we discover that in the matter of the numbers in attendance Manitoba University stands second, the University of Toronto, with its much longer life history, alone surpassing it. Considering the comparatively small population of our Province and the fact that there are two other vigorous Universities in the prairie provinces west of us, this to my mind is a most encouraging record. And the gratifying feature of the situation is that the increase has not been diminishing as recent years have gone by and other competing instutions have sprung up. For example, I have examined the net enrolment of the past five academic years beginning with 1922-23 and I find that the increase over that date has been 448. In these figures I have not included our Extension Classes, Evening Business Courses and Short Courses in Agriculture, which would add another 440 to the numbers under instruction. Besides these, the University has since 1923, in conjunction with the Provincial Department of Education, carried on a most successful Summer School, affording instruction in Arts and Science of the First and Second Years. The venture started in a small way and with limited numbers in attendance. But the classes have grown beyond our highest expectations, so that in the summer of 1926 there was a total of no less than 648 and there is promise of a large increase in the six weeks' session in July and August of this year.

I must not weary you with further statistics, but from what I have ventured to cite it will be manifest that the expansion of our University all along the line in instructional work has been and is of the most heartening and gratifying character. Obviously there must be some strongly attracting influence drawing students to our class-rooms and I am confident that the attraction arises from the efficiency and competence of the able staff which we have succeeded in attaching to our University. It only remains for us, by making generous and ample provision for further developments for our State University, not only to retain the staff we have, but augment and enrich it as the needs arise. A niggardly policy, therefore, on the part of the State and of our citizenship should be unthinkable. I mention our citizenship, for surely the time has come when some of our business men, our merchant princes and others who may have reaped copiously out of this Western heritage of ours, should extend their beneficience to our Provincial University and make it worthy of the traditions of the pioneer province of Western Canada. It may be thought that a State University should not need the support of citizens, but I venture to confront this supposition on several grounds.

In the first place, while ours is a State University, in the last analysis by that very fact it belongs to the citizens of the Province. It is not the possession and the responsibility merely of the Cabinet up at the Government buildings, but it is ours, our Provincial University and we have only one Provincial University, not two or three as some other Provinces have. in the second place, our State is a comparatively young State and has huge obligations in the matter of primary and secondary schools and has thus less means available for supporting adequately the University which should in a large measure be the crowning culmination of the rest of our educational systme. While necessarily from the age and resources of our Province the State cannot at present do what it would desire for the University, I contend that it should be not only the duty but the privilege of our more resourceful citizens to come to the aid of the University. Those of us who have followed the expansion of the University of Toronto know well how until comparatively recent years the large and wealthy Province of Ontario found itself quite unable to make proper provision for that University. We in Manitoba are passing through a similar stage, when our State does not find itself able to do what I am sure it would like for our Provincial University. And it is just here that a fruitful field for beneficence opens out before our citizens of means to supplement and complement the efforts of the State by making contributions in one way or another to the support of the University. True, in a young country many of its foremost citizens in wealth and substance have affinities and affiliations with institutions to which possibly they owed their training and culture and their gifts are thus liable to be exported to them. But those who have made their permanent habitat in the West and are not merely campers and exploiters in it should seriously think with sympathy and thoughtfulness of the institutions of the land of their adoption and extend their beneficence to them. May I be allowed in this connection to paraphrase, but I hope not to pervert, a passage in the old Book, which is in the possession of us all? If any man provide not for his own and especially for those of his own Province, he is worse than unfaithful. Verbum sapientibus sufficit.

The University of Manitoba

(Continued from page 4)

change in University status has been phenomenal. It increased from 932 students in 1917, to 3,939 in 1925-1926. These figures include the enrolment in the extension classes and the Summer School.

Post War Development

But this rapid growth, gratifying though it was, forced into prominence the problem of relieving the overcrowding in the class-rooms, and this in turn focussed attention on the necessity for a decision as to a permanent site. The Board of Governors in 1919 passed a motion unanimously, to the effect that the Broadway site was inadequate for the future needs of the University. This prepared the way for a decision between the Tuxedo site and the St. Vital site. The motion passed as to the Tuxedo site was, "that the preference of the Board of Governors is for the Tuxedo site, if satisfactory arrangements can be made with the owners thereof." "Satisfactory arrangements," were made when the Tuxedo Holding Company offered to extend for seven years the time limit for beginning building operations. The Lieutenant-Governor-in-Council gave his consent to the University entering into this agreement, on November the eleventh 1919.

Again the necessity for ultimate decision was postponed. But the growth in the student body made the Government responsible not only for a larger annual grant for current expenses, but for further immediate housing requirements. Action had to be taken. In 1919 the Government gave assurance to the Board of Governors that it would erect buildings for temporary accommodation in the way of laboratories, nd class-rooms, on the Broadway site. By this means it was hoped to tide over the next five years without excessive capital outlay. The construction of these buildings was proceeded with during 1920, 1921 and 1922. By the fall of 1921, the Board of Governors felt that the work of the University would be handicapped if plans were not made for beginning permanent University buildings. Resolutions to this effect were sent to the Government. The Government—responsible now for the whole educational system, elementary, secondary and university—decided to have a commission make an investigation of its educational system, and make recommendations in regard to the University. The report was presented early in 1924 and recommended that the St. Vital site should be chosen as the future home of the University, because the Agricultural College plant could accommodate with comparatively little outlay, a much larger student body than was attending the college, whereas if the Tuxedo site was chosen it would mean, even at a conservative estimate, an expenditure of $3,000,000 to construct the necessary buildings.

Outlook for the Future

No further action has been taken on the University site, although the option on the Tuxedo site expired on November the eleventh, 1926. It is impossible to estimate how much greater the progress of the University might have been had the site question been settled, when it first became an issue in 1907, instead of being allowed to absorb, through so many years, the energies of successive University Councils and latterly of the Boards of Governors. The uncertainty as to the location of the University has retarded the growth of a consistent policy either on the part of the University or of the affiliated colleges. Neither college nor University has felt free to act, except in so far as emergency forced action.

Yet the University has made noteworthy progress, particularly since its re-organization in 1917. No other Canadian University has been so poorly housed as that of Manitoba. The work of no other Canadian University has been hampered by conditions which make co-operation between the departments so difficut. The scattered buildings, in which the work of the University is carried on, and the lack of a campus, of an assembly hall, and of students' residences, prevents the students of the several faculties playing, working or living together. Above all the feeling of insecurity engendered by uncertainty as to policy, and indecision as to site has tendered to neutralize effort. Yet in spite of these drawbacks the University of Manitoba has been able to fulfil its function of education and leadership in no mean degree. The people of Manitoba may with reason be ashamed of the conditions under which the University has been obliged to carry on its work, but they have some right to be proud of the work actually accomplished. They have accepted the responsibility for the future of the University, and on them must rest the blame if it fails in any of its manifold purposes.

Manitoba College

By ANDREW B. BAIRD

The Selkirk settlers who came to the Red River from the Highlands of Scotland and the Orkney Islands in the early years of the nineteenth century had many difficulties to face—some due to the new and unusual physical conditions of their life, and some the results of the antagonism of the rival fur company, whose members succeeded in persuading or compelling a considerable number of the colonists to abandon their enterprise and betake themselves to Eastern Canada, or to the United States. Naturally those who defied the rigour of the winters, and the threats of their fur-trading rivals were the more stalwart and self-reliant of the emigrants, and as soon as the worst of their initial difficulties were over, and they began to see that there was some hope of founding a permanent community, they addressed themselves to plans for establishing a church and a school. Their eagerness for the schooling of their children had already been shown by the organizing of a little school on board the sailing ship which brought the largest company of them across the Atlantic. Before they had a school of their own in their Kildonan settlement, they availed themselves of the facilities afforded by the Anglican Parish schools in St. John's to the south of them, and St. Paul's on the north. But the distance of some of their homes from these schools made regular attendance difficult, and the ambition to have a school of their own was never allowed to fall out of sight. It was not until the spring of 1848, and then only in temporary quarters in a private house that the first Kildonan school was opened. The advantages of a school of their own having been proven, materials for a building were gathered during the following winter, and when the summer came, the school had a home of its own. The first teacher was Mr. (afterwards the Rev.) Alexander Matheson, a native of the settlement, and a young man well qualified for the post by education and by force of character.

The Rev. John Black, when he came in 1851, to be the parish minister, took a great interest in the school, and supplemented its curriculum by giving lessons in Latin and French to some of the more advanced scholars. Mr. Matheson continued to hold office till 1852, when he, together with James Ross and Donald Fraser, went East to pursue further studies in the University of Toronto and Knox College. The career of James Ross was marked by special distinction. He graduated with double first class honors, winning two medals. He served for some years on the Toronto Globe, then returned to his native Red River, where he became the first sheriff of the new-born Province of Manitoba.

The Parish School was supported by the voluntary subscriptions of the settlers, and received its annual supply of school books by way of Hudson's Bay and the York Boat brigade. It had in 1852 "ten large wall maps" and claimed to be the best equipped school in the settlement. The school increased in popularity and in influence, and may be said to have reached the zenith of its excellence in 1870 and 1871, when it was taught by Mr. D. B. Whimster, a theology student from Western Ontario, and when selected pupils were privately coached by Dr. Black in Latin, Greek and French.

Dr. Black himself kept up his scholarly habits to the end of his days, and was always interested in literary matters. It seemed to him that the time was now ripe for the establishment of a college, and in the autumn of 1870, the same year in which the Province of Manitoba was born, a provisional board of twelve of the leading Presbyterians of the Province issued a prospectus, and invited assistance in the establishment of such an institution. During the winter the sum of $1,500 was subscribed, plans for a building were prepared, and material collected for its construction. The project was laid before the Presbyterian General Assembly, which met in June in the City of Quebec. The Assembly gave its approval, and appointed the Rev. George Bryce, M.A., to proceed to Red River and inaugurate the college. Mr. Bryce, who was afterwards better known as Dr. Bryce, was a young Canadian born of Scottish parents, a graduate of the University of Toronto, with honors in natural science, and an alumnus of Knox College. At the time of his appointment to the West, he was serving as assistant minister in Chalmers Church, Quebec.

After a tedious journey via Chicago, St. Paul and the stage coach line along the banks of the Red River, Dr. Bryce arrived in October, 1871. A few days afterwards, the provisional board of directors met, welcomed the young professor, and adopted the name of Manitoba College as the title of the school of learning about to be established. The building—for which preparation had been made—not being ready, eleven students on the 11th of November met their teacher in a room of the Kildonan Parish School (now Nisbet Hall), and Manitoba College was launched. After some weeks the classes were transfered to the upstairs part of Donald Murray's house nearby. The curriculum—according to the advertisements of the time—embraced Classics, Mathematics, Chemistry, Natural History, Mental and Moral Philosophy, and the Modern Languages. Dr. Black's ambitious dream was now in the way of being realized, and he readily gave a hand in the teaching of several subjects.

The second year of the College history—1872—was marked by the arrival of the Rev. Thomas Hart, M.A., B.D., (afterwards Dr. Hart), to join the College staff. Presbyterianism at that time was divided in Canada into various organizations, corresponding to the divisions in Scotland. Dr. Black, Dr. Bryce and the College

Manitoba College

belonged to the Canada Presbyterian Church, whereas Dr. Hart was a minister of the Church of Scotland. These and other branches of Presbyterianism were re-united in 1875, and it is interesting to note that this union of forces in Manitoba three years earlier was not only a harbinger of union, but helped to bring it about. In the division of duties, Dr. Bryce took English and Science and Dr. Hart had charge of the Classics and of French—both of which he taught **con amore**. The attendance increased each year, and as time went on additional helpers were engaged for other subjects. Most of these were young men who looked forward to professions other than teaching, and who remained for only a few years.

The population of Manitoba was increasing rapidly and it soon became evident that Kildonan was not a very suitable location for a College as compared with Winnipeg. And accordingly after three sessions in the old location, the College Board proposed the removal of the institution to Winnipeg. This was a genuine disappointment to Dr. Black, whose heart was in Kildonan, but although not convinced of the wisdom of the change, he continued with fine unselfishness to co-operate in the teaching of the College as he was able. The College bought a building on Main Street, Winnipeg, at the corner of Henry Avenue, where the Bell Hotel now stands, and occupied it for some six years, then bought four and a half acres of land, in what was then the western suburbs of the city, where Ellice Avenue and Kennedy Street now meet, and erected in 1881-2, a brick building at a cost, including the site, of $44,705, which for years stood out as a conspicuous feature in the prairie landscape. This was in 1892 doubled in size, and later still a principal's residence, and a residence for women were bought.

In 1877 the three colleges in the Winnipeg area, St. John's, St. Boniface, and Manitoba, with the co-operation of Governor Morris, organized the University of Manitoba, to be an examining and degree conferring body, with a view to keeping up the standards and maintaining the efficiency of university education in the Province. Of the men trained in Manitoba College the earliest graduates of the new University were: In 1880, W. R. Gunn; in 1881, J. B. Polwarth (now the oldest living graduate), and George Munroe; in 1882, A. M. Campbell, R. G. MacBeth, N. McCallum and R. R. Sutherland.

The early work of Manitoba College was exclusively in the field of University education, and in the preparatory studies leading up to it, but a need was soon felt for the training of young men for the ministry of the Presbyterian Church. In response to this need the College professors and some of the Presbytery of Winnipeg, combined to supervise and guide informally the studies of theological students. This culminated in the establishment of a Faculty of Theology in 1883, with Dr. John Mark King as principal. Dr. King was a skilful administrator, a teacher of quite unusual power, and a man of strenuous moral earnestness. The College prospered greatly under his leadership in its finances, its educational equipment and its prestige. It was during this period that Dr. Andrew B. Baird and Dr. Thomas B. Kilpatrick were added to the theological staff.

Manitoba College from the beginning sought to adapt itself to the needs of the country, and especially of the Presbyterian Church. During the period of heavy immigration and rapid expansion, it transferred its theological sessions for some ten years from the winter to the summer, so that when the student missionaries from Eastern Colleges returned to their studies for the winter, there might be others who had been in College during the summer, and who were now available for missionary work during the winter. another experiment was the bringing of the young men from the Old Land by the Mission Board, who having proved their fitness as missionaries were taken into Manitoba College, and given a course shorter than that usually required, but who were not advanced to full status until after a further period of probation. Each of these experiments helped to meet a pressing need, but they were dropped with the lessening of the tide of immigration.

With the increase in the facilities for secondary education throughout the Province, the College gave up its Preparatory Department in 1912, and in 1914, when the University was reorganized and undertook responsibility for the teaching of the complete Arts curriculum, Manitoba College handed over to the University both its considerable body of Arts students and its staff of teachers in Arts, so that the University might be strengthened, and University training carried on in the most efficient manner. The College now restricts itself to the teaching of Theology, with a staff consisting of Principal John MacKay, Dr. A. B. Baird, Dr. E. G. Perry, Dr. J. Dick Fleming, Professor E. W. Kerr, and Miss Edna Sutherland. In addition to a large number of students who have taken partial courses, Manitoba College has trained 574 students for the degree of B.A., and has 356 Alumni in Theology. More than 200 of its men served in the Great War.

Co-operation between Manitoba and Wesley Colleges began as far back as 1889 in the honor work of the higher years in the University course, where the classes were small and the specialists among the teachers were few. Co-operation was first attempted in Mathematics and Philosophy, but the area gradually widened, until with the coming of church union, the two colleges have merged, as regards teaching and government, and now call themselves the United Colleges, issuing a calendar in common.

Manitoba College has been well and generously served in the matter of business management. The successive chairmen of its Board have been the Hon. A. G. B. Bannatyne, Sir Thomas Taylor, Hon. Colin H. Campbell, Sir William Whyte, George R. Crowe, and the present chairman, John H. G. Russell. Its benefactors include James Maclaren, of Ottawa, who bequeathed $26,000; Thomas Smith, of Winnipeg, $26,000; and Thomas Paterson, of Bowmanville, $72,000; besides numerous bequests to found scholarships, and innumerable friends, who have given freely and often sacrificially to help its building and maintenance funds. In the early days much appreciated assistance was received for a considerable number of years from the Presbyterian Churches of Scotland and Ireland. The College library, which now possesses some 26,000 volumes, is also indebted to many generous donors.

The founder and the successive principals of the College, have been men of scholarly gifts, men who inspired the younger generation, and men who made a real contribution to the life of the community. I need only recall the names of Dr. George Bryce, vigorous, resourceful, and versatile; Dr. Thomas Hart, devoted to his teaching and his students, a man still held in tender remembrance; Dr. John M. King, an administrator of the first rank, an inspiring and suggestive teacher, and a mighty moral force in the country; Dr. William Patrick, erudite and full of vision, a pioneer in the field of church union; and the principal who leads us now Dr. John MacKay, greatly admired and greatly beloved.

Manitoba Law School

The Manitoba Law School was constituted in 1914, and is under the direction of Trustees jointly appointed by the University of Manitoba and the Law Society of Manitoba. The school provides a course of instruction in law, extending over four years, enabling students to obtain the Degree of Bachelar of Laws in the University of Manitoba, and to be admitted to the Law Society of Manitoba, as Attorneys-at-Law, and to be called to the Bar of that province.

Previous to 1914 there was no organized system of instruction in regard to the Degree of Bachelor of Laws, nor in respect to admission to the Law Society, except occasional lectures by practising barristers. Since that date, however, there has been a fully organized school, with a regularly appointed staff of lecturers and examiners. In 1921 the curriculum recommended by the Committee of Legal Education of the Canadian Bar Association in 1920 was adopted; and to this have been added other subjects, so that the course now provided extends over a period of four years in place of the three recommended by the Committee of Legal Education. The teaching staff consists of eleven lecturers, of whom one devotes the whole of his time to the Law School and two others give to the school such further time in addition to their lectures as may be required by the trustees.

The favorable light in which the course is regarded may, perhaps, be gauged by the extraordinary increase in the numbers of those taking the

(Continued on page 8)

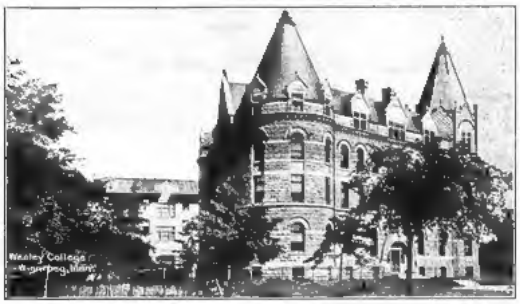
Wesley College: An Historical Sketch

(By KATHLEEN W. McARTHUR, in *Vox Wesleyana*)

There is ever a note of pride in the voice of one who claims direct descent from the aristocracy of "the little log cabin."

Men—and institutions—that have "arrived" cherish the tradition that refers back to their beginnings in elemental things; that declares their present state to be the product of incredible labor and sacrifice.

Wesley College can boast this coveted lineage, for its history is rooted



deep in the soil of the "new country." It grew with its growth; it failed and throve in rythmic harmony with the great tides of the country's destiny. It has, since its earliest remote ancestor, the log cabin of the Wesleyan Institute of 1873 was in use, discarded shell after outgrown shell for "more stately mansions" in which to house the steadily increasing "power and glory" of the College.

Its first home was a log cabin; its first name, the Wesleyan Institute, and its first purpose, "to promote primary and secondary education in the Red River Settlement." That was more than half a century ago.

There was a change to larger quarters in a house near the Board of Trade Building in the same years, and then the "Institute" closed, as the Provincial Board of Education had taken over its work.

Wesley College came into legal existence in 1877, when it was formally incorporated by an Act of the Provincial Legislature. Union of the Methodist forces in Canada was then in progress, and when this was consummated ten years later, the charters held by the Wesleyan and Methodist Episcopal Churches, were merged by an amendment of the Incorporation Act. So Wesley had early experience in problems of union.

The names of Dr. Stewart, President of the Conference; Dr. Sparling, first Principal of the College; and Sir James Aikins, Chairman of the College Board, are associated with the very beginning of Wesley's career.

The first classes, after Wesley became a chartered College, were held in the parlors of Grace Church in the autumn of 1888. More adequate quarters were sought, during the next two years, first on Albert Street, and then at the corner of Edmonton and Broadway, the staff, meanwhile, being gradually increased. Dr. Riddell came in 1892 as Professor of Classics and Lecturer in Theology, and shortly afterward, Prof. Osborne, now of the University, joined the Faculty as Lecturer in French and English.

About this time the present site on Portage Avenue was secured. The Old Colony Creek flowed between what are now Spence and Balmoral Streets. Men worked for two years in the gumbo of this out-of-town district to build what is now one of Winnipeg's memorable buildings. One can imagine with what satisfaction and pride the company of professors and students, with the members of the Board, gathered to witness the opening of the New College on January 6th, 1896.

It is interesting to note that the names of Professors Osborne and Hetherington appear as leaders of the first football club. The co-eds were not to be outdone by these champions of the gridiron; they had their own hand-ball club from the beginning.

"Vox Wesleyana" appeared early in the next year; its career has run in an unbroken line through the history of the College.

The total enrollment of students in Theology, Arts and Matriculation was about 130, and the annual budget ran to approximately $10,000. Now it is about $65,000, and the student body this year numbers 276 in all departments (1926-1927).

Until his death in 1912, Dr. Sparling was the presiding genius of the College; the stamp of his character is set upon all its traditions and achievements. He was succeeded in turn by Dr. Stewart and Dr. Crummy, and in 1917 Dr. Riddell was recalled from Edmonton, Alta., where he was engaged in educational work, to take up the responsibilities of the Principalship. These high duties are still being ably and devotedly performed by him.

Sir James Aikins was succeeded, in 1908, by Mr. James Ashdown, as Chairman of the Board, and the new Chairman's loyalty and support became the strong staff on which Wesley leaned in many a crisis.

The co-eds will be interested to know that Sparling Hall was built, in 1912, as a Men's Residence, and for Matriculation classes, but in 1917 it was converted into a Ladies' Residence with accommodation for 60.

Endowments and gifts from men whose judgment and insight foresaw the possibilities of the College, have supplemented the comparatively small sum that the Church was able to set aside for educational work. The College has weathered many a financial storm, but wise and skilful leadership brought it safely through.

Over four hundred of Wesley's sons went to war. It was work that had to be done. There is no glory in war, but since it had to be, the spirit of these men has enriched the tradition of the College, and inspired it with the splendor of sacrifice.

The present student body is active in both College and University doings. The total number of students is remarkable, for it represents eighteen nationalities, sixteen religious faiths, and hails from upwards of 120 places in the West and elsewhere.

The union of Manitoba and Wesley Colleges is taking place through the gradual merging of their interests and activities into a common spirit and purpose.

Something of the firm tradition of the College lives in each succeeding generation of students, as they come to realize and accept the "august and precarious stewardship" entrusted to them; as they learn that success is achieved only after the same manner as Wesley achieved her greatness—in accepting and using the hard conditions of success, in enduring the discipline of work and patience, and in tasting "delight of battle" with the difficulties that block the path.

With reverence for the past and valiant hope for the future, we acclaim with joy the birth of the new "United Colleges."

The Founding of Manitoba Medical College

(By BRUCE CHOWN)

For six or seven years prior to the founding of the Medical College there had been talk about a school. But there it ended; nothing had been done. Renewed interest was created when, in 1882, or early in 1883, a group of intending medical students, headed by John Fawcett, Principal of the High School, called upon Dr. Agnew, and "requested him, as one-time Professor of the Principles and Practice of Medicine at Victoria College, Toronto, to take steps to commence medical teaching in Winnipeg." This stirred things up enough to result in the calling of a meeting of the College of Physicians and Surgeons to discuss the proposal. There, after much argument, it was decided that "the time was not yet come for the commencement of a Medical School in Manitoba." With this decision it seemed probable that the matter was closed for some years, but it was only a few months before the whole question was re-opened.

In July, 1883, Dr. Aikins, son of the Honorable Cox Aikins, then Lieutenant-Governor of Manitoba, and father of Sir James Aikins, arrived in the city, and shortly announced that he intended to found a medical college. At once there was a fight, and the leader of the opposition was Dr. James Kerr. Born in Antrim County, already at thirty-three a veteran of the Ashanti wars on the Gold Coast, close friend of Wm. Osler and of "Frankie" Shepherd, and fired by the same ideals, he was a hard man to stop. He maintained two principles, first, that the established practitioners should be the founders, and second, that the Medical School should not grant its own degrees, but that this function should remain solely with the University. The fight lasted two months, and when the dust finally settled Dr. Kerr had been chosen "Dean of the Faculty," and he, together with Drs. Jones, Brett, Whiteford, Good, Paterson, Blanchard, A. H. Ferguson, R. B. Fergusson, Sutherland, Codd, and Wilson had been selected by the profession of the province as charter members, empowered to submit to the Legislature a bill for the incorporation of Manitoba Medical College.

It would appear that, having thus won their fight, the charter members were in no hurry to begin the work of organizing the school, beyond the obtaining of the charter. This was quite in line with their earlier arguments. Here it was already the middle of September. It was useless to expect to get a bill through the Legislature under several months. Of buildings and of equipment there was none, and further there was no money available with which to buy them. It would be far better to wait a year, perhaps two, and so have time to get everything well organized. But at this point the same force which had almost launched a medical school the year before again developed. A group of medical students met and drew up a memorial to the directors of the proposed school asking that lectures be started at once. When this was submitted the doctors were averse to the plan. The students were insistent and finally won the "Faculty's" consent to giving lectures that winter. Then things moved quickly.

The Faculty arranged for affiliation with the University, drew up a curriculum for a four-year course (this at a time when many older schools still required only three years attendance), and a special committee decided upon the "Previous Examination" of the University for matriculation. The only stumbling block was to find a place to give the lectures and to do dissecting. After six weeks' negotiations the School Board finally gave consent to the use of the Educational Offices for the opening lecture, and of the High School for the regular lectures for a few weeks. Without waiting for final arrangements for a dissecting room the registrar the next day inserted this advertisement:

MANITOBA MEDICAL COLLEGE!

Medical Lectures will commence on Monday, the 21st Inst., 1883, and will be continued for six months. An Introductory Lecture will be delivered by the Dean of the Faculty, Dr. Kerr, on Thursday, Nov. 15th, at 8 p.m., in the Educational Rooms, Bigg's Block, Main Street. Students are requested to register before the 15th inst.

J. W. WHITEFORD,
Registrar,

On November 10th, the following report of the opening lecture (the lecture was recently reprinted verbatim in the Bulletin of the Manitoba Medical Association, April, 1927) appeared in the Free Press: "The opening lecture of the new Medical College was delivered in the Education Office last evening by Dr. Kerr, Dean of the Faculty, before a large representation of the medical profession of the city, together with the students who intend pursuing the course of study. At the close of the lecture, which was a very able one, Dr. Kerr announced that . . . the professors in the primary subjects are as follows:

Anatomy—Drs. Codd and Blanchard.
Materia Medica—Dr. Brett.
Chemistry—Mr. John Fawcett, B.A.
Physiology—Dr. A. H. Ferguson.

And so in the High School at 8.00 a.m. on November 21st, 1883, the first lecture of Manitoba Medical College was delivered to a class of nine students.

Today, when nearly every new medical school even before the plans are drawn owns wealth running into millions of dollars, it is hard to imagine success building upon such humble beginnings. Perhaps humble does not quite express the spirit of the founders. In a newspaper of that day we read that "the promoters of the project start under more favorable auspices both as to numbers of students and facilities for teaching in all branches than any other school in the Dominion, if not on the continent." Nine students; the class-room of the High School, soon to be replaced by the empty echoing of a derelict church; the hospital morgue, quickly given up for a small cottage nearby, where on those winter nights the searchers after truth performed their frozen anatomies by the light of flickering oil lamps. What was there here of "favorable auspices?" Yet truly there were favorable auspices, but they were hidden away from that newspaper writer in the hearts and minds of the leaders among the founders. There is no doubt that it was originally intended that there should be some profit to the teachers, even though "the Faculty proposed to utilize the proceeds of the classes for the first two years altogether for supplying the college with all the requirements of teaching." But those "first two years" never ended. At the end of the first session the Faculty reached down into their own pockets to build a college. And thereafter, year after year "the proceeds of the classes" were spent to buy equipment, to obtain the services of medical scientists from the Old Country, and to extend the buildings. The Faculty took nothing. That, we think, is a remarkable record. There lay the "favorable auspices," and there one justification for the motto of the College, "Non nobis solum."

Arts and Science

The inception of what is now the faculty of Arts and Science is found in the establishment, in 1904, of the first chairs in the University of Manitoba, for, although it was not until 1921 that the faculty was organized in its present form, four of the five chairs founded in 1904 are now included in the faculty of Arts and Science and the courses offered after that date were the nucleus of the B.A. and B.Sc. courses of today.

In 1904, mainly through the efforts of Dr. Bryce—one of the three half-time instructors who had been the entire teaching staff since 1900 when teaching was begun—Lord Strathcona became interested in the University and donated $20,000, to be paid in four annual instalments of $5,000 in the years 1904-07. With this amount, added to the $6,000 the provincial government was willing to provide, and in view of a possible increase in the University's revenue, five chairs were established, each with an annual salary of $2,500. To these five was added a chair of Bacteriology (including Pathology and Histology) — which three subjects are now included in the faculty of Medicine—"on the understanding that the provincial government would continue to the appointee his salary as provincial bacteriologist." The six chairs and the men appointed to them were:

The chair of Physics—Prof. Frank Allen.
The chair of Botany—Prof. A. H. R. Buller.
The chair of Chemistry—Prof. M. A. Parker.
The chair of Physiology—Prof. Swale Vincent.
The chair of Mathematics—Prof. R. R. Cochrane.
The chair of Bacteriology—Gordon Bell.

In the department of mathematics no course at first was given in First year.

It is worthy of note that of these six men three have remained with the University through all its vicissitudes and of the other three two died while in occupation of their positions.

In the fall of 1909 the first chairs in Arts proper were established when work in the departments of Political Economy, English and History was begun by Professors Clark, Crawford and Martin respectively. Courses in these subjects for some time were restricted to the Third and Fourth years.

Geology and Mineralogy, in the early years attached to the chairs of Physics and Botany, in 1912 were raised to the status of a department and to the chair was appointed Professor R. C. Wallace, who had since 1910 been lecturer in geology. Some years later a chair was established in Zoology, which since 1904 had been part of the work of the department of Physiology and thus was rounded out the course in science.

The chairs of French and German were established in 1913, Professor Osborne and Heinzelmann, respectively, being the first appointees. The following year, 1914, the department of Classics was added with Professor F. W. Clark as its head. At the same time the staffs in English, French, German and Mathematics were augmented. These additions made it, at last, possible to offer the complete Arts course in all years and subjects —with, in the latter, the exception of Philosophy, Hebrew, Icelandic and Swedish. Soon the student body enrolled in University Arts was so large that it outnumbered the students registered in the colleges.

The war checked expansion and greatly reduced the student body, but peace brought a recommencement of activity and the return of the large number who had been overseas. In 1920 a chair of Philosophy and Psychology was established and Professor H. W. Wright was appointed to it. Thus the list of courses offered in Arts was completed.

By the University Amendment Act of 1917 there had been added to the government of the University a Board of Governors to have complete control of the institution. Under the authority of this Board, a reorganization of the University was put into effect in 1921. For many years prior to this date the teaching body of the University proper had been governed as a "University faculty" by a council of its members headed by a chairman elected annually. Under the new system the single body was divided into three faculties, each with an appointed chair. The largest of the new faculties was named Arts and Science and as its head was appointed Dean William Tier.

Since the organization of Arts and Science as a faculty no new chairs have been established, but changes have occurred in the incumbency of two. The end of the year 1926-27 saw the departure from the University of Professor N. B. Maclean, head of the department of Mathematics for over fifteen years, and of Professor C. H. O'Donoghue, for nine years head of the department of Zoology. Prof. Maclean has been succeeded in the chair of Mathematics by Prof. N. R. Wilson; the chair of Zoology has not yet been filled.

Possibly the most important innovation in the faculty since 1921 is the provision of a five year honors course in Arts and Science. The first class to complete this course will graduate in the spring of 1928.

Like the other faculties of the University, Arts and Science has suffered from the shortage of accommodation. At various times classes have been held in the "old" Science Building, in the former Deaf and Dumb Institute at Sherbrook and Portage, in the Kennedy St. buildings (the abandoned Law Courts), in the terraces on University Place, in the old Legislative Buildings during the short time before they were torn down, and in the "temporary" buildings on Broadway. And one department has announced that already it has spoken for the Provincial Jail at such time as it is vacated.

But despite all hindrances the faculty has steadily grown in prestige and in numbers. Among its professors are included men of continent-wide and world-wide reputation: while in 1926-27 the registration in the faculty was some fifteen hundred—a far cry from the time, ten years earlier, when the total registration in the whole University was a little over nine hundred.

Engineering and Architecture

The faculty of Engineering and Architecture, although it was not organized as such until 1922, may be said to date from 1907, in which year Professor E. E. Brydone-Jack was appointed to the newly-established chair of Civil Engineering. Two years later the department of Electrical Engineering was organized by Professor E. P. Fetherstonhaugh and thus were offered courses in engineering essentially the same as those of today. The intervening years have been occupied with gradual growth, consolidation, and increase in strength, despite the check given by the war.

In 1913 a chair of architecture was established and to it was appointed Professor A. A. Stoughton. The following year a department of Mechanical Engineering was added, with Professor W. C. Rowse as its head. Thus there were now offered four complete courses in engineering and allied subjects.

During the war the absence overseas of a large number of the students and of several of the staff caused classes in Third and Fourth Year Civil and Electrical Engineering to be discontinued and work in all years to be greatly curtailed. With the return of peace, active work was resumed. To the chair of Civil Engineering was appointed Prof. J. N. Finlayson, but the chair of Mechanical Engineering was not refilled and never since has a full course in this department been offered.

The grouping of departments into faculties effected by the reorganization of 1921 brought into being a faculty of Engineering, of which Professor E. P. Fetherstonhaugh was appointed dean. One year later, in the fall of 1922, the faculty was increased by the transference to it of the department of Architecture, at first included in the faculty of Arts and Science. Since 1922 the enlarged faculty has been known by its present name of faculty of Engineering and Architecture.

For some years after their establishment the engineering departments were housed in the old Science Building on Broadway. Later, on the erection of what is now the Geology Building, part of the engineering work was transferred thither. Shortly after plans were drawn for the erection of an Engineering Building on the St. Vital site, but the outbreak of war resulted in the work being suspended. In 1915 the building at Portage and Sherbrook was offered to the University and two years later this accommodation was made available for the engineering courses. During the year immediately following the end of the war congestion became so serious that at one time engineering classes were held in a room of the central heating plant on Broadway. This situation was remedied by the construction of the present one-story building and for a period the classrooms were not so crowded.

The faculty has shared in the great increase in University registration since the war and has had its problems increased thereby but in the face of insufficient equipment and accommodation it has yet been able to maintain a high standard of efficiency in its work.

Manitoba Agricultural College

The Manitoba Agricultural College celebrated her Twenty-first Birthday on November 6th, of this year. During the twenty-one years the College has had many vicissitudes, but through all has continued to make progress.

In March, 1903, the Manitoba Legislature passed an Act calling for the establishment within the Province of an Agricultural College. Pursuant to the provisions of the Act, an Advisory Board was appointed in April, 1904. This Board consisted of:—

Walter Lynch, farmer, Westburn, Chairman.
Alex. Morrison, farmer, Carman.
C. G. Caron, farmer, St. Charles.
P. Smith, farmer, Indian Ford.
Col. E. A. C. Hosler, farmer, Virden.
Walter James, farmer, Rosser.
Hugh M. Dyer, farmer, Minnedosa.
J. A. M. Aikins, K.C., lawyer, Winnipeg.
Rev. Dr. Patrick, Principal Manitoba College, Winnipeg.
Hon. R. P. Roblin, Minister of Agriculture.

The Board proceeded to secure a site and have buildings erected. The site was purchased on the south side of the Assiniboine River in Tuxedo. On this site they erected a Main Building, Dairy Building, Power House, Principal's Residence, and Stock Judging barns. W. J. Black was appointed Principal, and much of the credit for the organization and early development of the College was due to his forethought and energy. He selected as his co-workers a Faculty of six—Professor G. A. Sproule, English & Mathematics; Professor F. W. Brodrick, Horticulture, Entomology and Botany; Professor G. R. Greig, Engineering; Professor W. J. Rutherford, Field Husbandry and Farm Management; Professor W. J. Carson, Dairying, and Dr. F. Torrance, Veterinary Science.

When the College opened its doors for the first class, on November 6th, 1906, the Faculty expected about 40 to 50 students, but when the day was over they found they had registered 87 in the first class in Agriculture in Manitoba.

The College originally arranged to give just a two-year course for farmers' sons, but at the end of the second year it was decided to extend the course for three years and seek affiliation with the University for the granting of the B.S.A. degree. The following year ten young men presented themselves for the extended course, and in 1911 the University conferred the Bachelor of Science in Agriculture on these ten men.

During these years the attendance increased much more rapidly than the most sanguine had expected, with the result that larger accommodation had to be provided. The Government of the day concluded that it would be more advantageous to secure a larger site and build more pretentious buildings than it would be to endeavor to enlarge the site and improve the buildings that were in use, with the result that in September, 1913, the College was moved from the Tuxedo site to the St. Vital site.

In the meantime, however, a School of Domestic Science was organized in 1910. The first Director in this school was Miss A. B. Juniper. Later the school was reorganized as a school of Home Economics, and extended also to include five years' work, the University conferring the degree of Bachelor of Home Economics. In 1920 full matriculation was required from candidates in this course and the University then conferred the degree of Bachelor of Science in Home Economics.

In 1912 the College was granted the privilege of conferring its own Degree, and the Principal became President. In 1916 The College was again affiliated with the University.

In 1915, Dr. Black resigned and Professor J. B. Reynolds of the Ontario Agricultural College was appointed President. During his regime the work of the College was extended to include experimental work in technical departments. Until this time the feeling of the Board was that Experimental work was not the function of the College and should be left to the Experimental Stations.

In 1922, Mr. Reynolds resigned and Professor John Bracken from the University of Saskatchewan was appointed President. During his regime the whole effort of the College was to ascertain the problems confronting the farmer and suggest means for their remedy. The whole staff spent their time from 1920 to 1922 on the Agricultural Survey.

In 1923, Mr. Bracken resigned to become Premier of the Province and Professor C. H. Lee became acting President. It was during his regime that the College became a Faculty of the University. Previous to this time the College had been under the direct supervision of the Department of Agriculture.

In 1924 Mr. W. C. McKillican, Superintendent of the Dominion Experimental Farm, Brandon, became the first Dean of the Faculty of Agriculture, under the new arrangement. The College has now a staff of about 40 and a student body of about 350. Active research and experimental work is being carried on in all the science and technical departments.

Manitoba Law School

(Continued from page 6)

Degree of Bachelor of Laws in recent years. During the period from 1877 to the date of the incorporation of the University, to 1900, inclusive, the Degree was conferred upon twenty-seven persons, the first to receive the Degree being the Hon. J. E. Prendergast, now a Judge of the Manitoba Court of Appeal, upon whom the Degree was conferred in 1882. From 1901 to 1913, inclusive, the number was one hundred and nineteen; whilst during the period from 1914, the date of the commencement of the Manitoba Law School, to 1927, inclusive, no less than three hundred and twenty-three have graduated, making a total of four hundred and sixty-nine graduates.

It may be mentioned that the course of tuition which must be taken by the students of the Manitoba Law School before the Degree is conferred upon them extends over a period which is the longest of its kind in Canada, and in point of efficiency the school ranks with the highest in the country.

The giving of public lectures outside the University, both in Winnipeg and elsewhere in the province, was begun in 1909. In that year Prof. A. W. Crawford, then newly appointed to the chair of English, gave the first of the long series of Extension Lectures given by many professors in many different districts of Manitoba, by which the University offers its facilities to all who wish to take advantage of them. From that beginning the work has so grown that last year 120 lectures were given to audiences totalling to 16,000.